

# 2022 Annual Implementation Plan

## for improving student outcomes

Dorset Primary School (5132)



Submitted for review by Palma Coppa (School Principal) on 13 December, 2021 at 11:50 AM  
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 11 March, 2022 at 01:13 PM  
Endorsed by Afarin Allen (School Council President) on 15 March, 2022 at 02:43 PM

# Self-evaluation Summary - 2022

Dorset Primary School (5132)

|                       | FISO 2.0 Dimensions  | Self-evaluation Level | Evidence and Analysis |
|-----------------------|--|-----------------------|-----------------------|
| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs   | Embedding             |                       |
|                       | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |                       |                       |
| Assessment            | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities   | Embedding             |                       |
|                       | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.   |                       |                       |

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| <b>Leadership</b> | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |  |
|                   | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |           |  |

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| <b>Engagement</b> | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                    | Evolving |  |
|                   | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school |          |  |

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| <b>Support</b> | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                      | Evolving |  |
|                | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |          |  |

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| <b>Enter your reflective comments</b> | <p>The 2021 school year continued to present many different challenges with remote learning accessed several times. The adaptability and flexibility of the staff to transition into remote learning at a moment's notice reflected how fluid the planning documentation has become. Focus groups were implemented throughout remote learning to cater for individual and small group needs, targeting specific skills and differentiating learning further. The workshop model continued to be an area of focus, with the Reader's Workshop implemented in Year 5 and 6 and consolidated further in the 3 and 4 area. The tutor learning initiative (TLI) provided extended academic support to students across the school. The TLI ran for the entire school year encompassing both literacy and numeracy support from Year 1 through to Year 6. This included remote learning sessions where students continued to access the program. Well-being supports were continually actioned and revisited to support students in their return to on-site learning, with the introduction of a school social worker and the unveiling of the revised school-wide values – gratitude, resilience, respect and integrity. Well-being was a key feature of remote learning with students and staff accessing a range of programs to support mental and physical health. Positive language to empower students was reinforced with affirmative statements modelled and implemented in restorative, preparation and learning based circles. A high emphasis was placed on the healthy, happy and active me initiative, with inter-school sport, PMP, SAKG kitchen and garden sessions and a longer physical education session to accommodate the initiatives. Communication processes were increased with the incorporation of a school-wide social media platform that was utilized to promote school-wide activities and allow parents to connect with one another both during lockdowns and throughout the return to on-site learning.</p> |
| <b>Considerations for 2022</b>        | <p>Considerations for 2022:</p> <ul style="list-style-type: none"> <li>• Consolidation of Literacy and Numeracy initiatives and the instructional model within. This includes further implementation of the Reader's workshop to ensure instructional consistency school-wide.</li> <li>• HITS focus to build teacher capacity. Introduction of HITS concepts and to revisit previously explored ones. Work through HITS 3 (Explicit teaching), 5 (collaborative learning), 8 (feedback) and 9 (Metacognitive strategies)</li> <li>• Provide opportunities for student voice and agency in planning documentation (planning days) and throughout</li> </ul>   |

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|   | <p>integrated units to ensure students are taking ownership and direction of their own learning.</p> <ul style="list-style-type: none"> <li>• Refocus well-being as a priority and with a high focus on mental health. This will be supported by the rolled over appointment of the student counsellor.</li> <li>• High medical needs are entering the school and need to have supports including the sensory room updated to ensure they are accommodated accordingly. Investigations will commence around providing an additional disabled toilet for these students.</li> </ul> |
| <b>Documents that support this plan</b> |  |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>  | <p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>                              |
| <b>Target 1.1</b>  | Support for the 2022 Priorities  |
| <b>Key Improvement Strategy 1.a</b><br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy   |
| <b>Key Improvement Strategy 1.b</b><br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  |
| <b>Goal 2</b>  | To attain consistent learning growth and high achievement for all students in Literacy and Numeracy  |
| <b>Target 2.1</b>  | <p>Drafting notes: Currently NAPLAN is the only student data source measuring this goal. Please consider adding an additional target with another source of student data e.g.teacher judgements.</p> <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Reading will increase from 11% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 35% (2019) to 45%.</p> <p>By 2023 the percentage of students achieving at or above the expected reading level (Running Record or Fountas and Pinnell) will increase from 80% (2019) 90%.</p> |

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| <b>Target 2.2</b>  | <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Writing will increase from 17% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Writing (Victorian Curriculum) will increase from 25% (2019) to 35%.</p> |
| <b>Target 2.3</b>  | <p>By 2023 the percentage of Year 3 students in the Top Two Bands for NAPLAN Numeracy will increase from 37% (2019) to 60%.</p> <p>By 2023 the percentage of students achieving an A or B in Number (Victorian Curriculum) will increase from 29% (2019) to 39%.</p>          |
| <b>Target 2.4</b>  | <p>By 2023 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 30%.</p>   |
| <b>Key Improvement Strategy 2.a</b><br>Building practice excellence  | Embed an Instructional model consistently across the school   |
| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence  | Embed an Instructional model consistently across the school   |
| <b>Key Improvement Strategy 2.c</b><br>Evaluating impact on learning | Enhance the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes  |
| <b>Key Improvement Strategy 2.d</b>                                  | Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning   |

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| Evaluating impact on learning  |   |
| <b>Goal 3</b>  | To enhance student agency and voice in their learning   |
| <b>Target 3.1</b>  | <p>Drafting notes: Currently ATOSS is the only student data source measuring this goal. Please group individual AToSS factors into one target (i.e. with sub-targets dot pointed out) and consider adding an additional target/s with another source of student data e.g. attendance, student behaviour data, to better measure achievement of the goal in four years time.</p> <p>By 2023 the percentage of positive responses to the AtoSS survey factor ‘Student voice and agency’ will increase from 77% (2019) to 85% (2023) (Social Engagement)</p> |
| <b>Target 3.2</b>  | By 2023 the percentage of positive responses to the AtoSS survey factor ‘Teacher concern’ will increase from 81% (2019) to 90% (2023).  |
| <b>Key Improvement Strategy 3.a</b><br>Intellectual engagement and self-awareness    | Further develop the whole school understanding and approach to student voice and agency in their learning   |
| <b>Key Improvement Strategy 3.b</b><br>Empowering students and building school pride | To build teacher capacity to give students an authentic voice in their learning   |
| <b>Key Improvement Strategy 3.c</b><br>Empowering students and building school pride | To build a culture where students become self regulated and directed learners   |
| <b>Goal 4</b>  | To maximise each student’s learning growth  |



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| <b>Target 4.1</b>  | <p>Drafting note: Please consider including an additional target with another source of student data to triangulate achievement of this goal, as currently improvements in goal, e.g. student achievement is measured by AToSS and SSS- 3.2 and 3.3 are not measures of student achievement</p> <p>By 2023 the percentage of positive responses to the AtoSS factor ‘Stimulated learning’ will increase from 87% (2019) to 93% (2023).</p> <p>By 2023 the percentage of positive responses to the AtoSS factor ‘Effective teaching time’ will increase from 87% (2019) to 95% (2023).</p> |
| <b>Target 4.2</b>  | <p>By 2023 the percentage of positive responses to the SSS factor ‘Teacher collaboration’ will increase from 78% (2019) to 85% (2023).</p>  |
| <b>Key Improvement Strategy 4.a</b><br>Building practice excellence  | <p>Embed a consistent culture of high expectations and learning challenges for all students</p>   |
| <b>Key Improvement Strategy 4.b</b><br>Evaluating impact on learning | <p>Implement and embed a culture of authentic teacher collaboration</p>   |

## Select Annual Goals and KIS

| Four Year Strategic Goals  | Is this selected for focus this year? | Four Year Strategic Targets     | 12 month target  |
|--|---------------------------------------|---------------------------------|--|
|  |                                       |                                 | The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.   |
| <p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | Yes                                   | Support for the 2022 Priorities | <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Reading will increase from 23% (2021) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 23% (2021) to 45%.</p> <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Writing will increase from 20% (2021) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Writing (Victorian Curriculum) will increase from 24% (2021) to 35%.</p> <p>By 2023 the percentage of Year 3 students in the Top Two Bands for NAPLAN Numeracy will increase from 52% (2021) to 60%.</p> <p>By 2023 the percentage of students achieving an A or B in Number (Victorian</p> |

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|   |    |  | <p>Curriculum) will increase from 24% (2021) to 39%.</p> <p>By 2023 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 20% (2021) to 30%.</p> <p>By 2023 the percentage of positive responses to the AtoSS factor 'Stimulated learning' will increase from 87% (2019) to 93% (2023).</p> <p>By 2023 the percentage of positive responses to the AtoSS factor 'Effective teaching time' will increase from 87% (2019) to 95% (2023).</p> <p>By 2023 the percentage of positive responses to the SSS factor 'Teacher collaboration' will increase from 78% (2019) to 85% (2023).</p> |
| To attain consistent learning growth and high achievement for all students in Literacy and Numeracy | No | <p>Drafting notes: Currently NAPLAN is the only student data source measuring this goal. Please consider adding an additional target with another source of student data e.g.teacher judgements.</p> <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Reading will increase from 11% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 35% (2019) to 45%.</p> |   |

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|   |     | By 2023 the percentage of students achieving at or above the expected reading level (Running Record or Fountas and Pinnell) will increase from 80% (2019) 90%.   |   |
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|   |     | By 2023 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 30%.   |   |
| To enhance student agency and voice in their learning | Yes | Drafting notes: Currently ATOSS is the only student data source measuring this goal. Please group individual AToSS factors into  | By 2023 the percentage of positive responses to the AtoSS survey factor |

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|  |    | <p>one target (i.e. with sub-targets dot pointed out) and consider adding an additional target/s with another source of student data e.g. attendance, student behaviour data, to better measure achievement of the goal in four years time.</p> <p>By 2023 the percentage of positive responses to the AtoSS survey factor 'Student voice and agency' will increase from 77% (2019) to 85% (2023) (Social Engagement)</p>   | 'Student voice and agency' will increase from 61% (2021) to 85% (2023) (Social Engagement)   |
|  |    | <p>By 2023 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 81% (2019) to 90% (2023).</p>   | By 2023 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 68% (2021) to 81% (2022). |
| To maximise each student's learning growth | No | <p>Drafting note: Please consider including an additional target with another source of student data to triangulate achievement of this goal, as currently improvements in goal, e.g. student achievement is measured by AToSS and SSS- 3.2 and 3.3 are not measures of student achievement</p> <p>By 2023 the percentage of positive responses to the AtoSS factor 'Stimulated learning' will increase from 87% (2019) to 93% (2023).</p> <p>By 2023 the percentage of positive responses to the AtoSS factor 'Effective teaching time' will increase from 87% (2019) to 95% (2023).</p> |  |

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| <b>Goal 1</b>              | <p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>  |
| <b>12 Month Target 1.1</b> | <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Reading will increase from 23% (2021) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 23% (2021) to 45%.</p> <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Writing will increase from 20% (2021) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Writing (Victorian Curriculum) will increase from 24% (2021) to 35%.</p> <p>By 2023 the percentage of Year 3 students in the Top Two Bands for NAPLAN Numeracy will increase from 52% (2021) to 60%.</p> <p>By 2023 the percentage of students achieving an A or B in Number (Victorian Curriculum) will increase from 24% (2021) to 39%.</p> <p>By 2023 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 20% (2021) to 30%.</p> |

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| Key Improvement Strategies  |  | Is this KIS selected for focus this year? |
| KIS 1<br>Priority 2022 Dimension  | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy   | Yes                                       |
| KIS 2<br>Priority 2022 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.   |   |
| Goal 2  | To enhance student agency and voice in their learning  |   |
| 12 Month Target 2.1   | By 2023 the percentage of positive responses to the AtoSS survey factor ‘Student voice and agency’ will increase from 61% (2021) to 85% (2023) (Social Engagement)   |   |
| 12 Month Target 2.2   | By 2023 the percentage of positive responses to the AtoSS survey factor ‘Teacher concern’ will increase from 68% (2021) to 81% (2022).   |   |
| Key Improvement Strategies  |  | Is this KIS selected for focus this year? |

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| <b>KIS 1</b><br>Intellectual engagement and self-awareness  | Further develop the whole school understanding and approach to student voice and agency in their learning  | Yes |
| <b>KIS 2</b><br>Empowering students and building school pride   | To build teacher capacity to give students an authentic voice in their learning  | No  |
| <b>KIS 3</b><br>Empowering students and building school pride   | To build a culture where students become self regulated and directed learners  | No  |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>Our school requires students to reconnect and build opportunities for themselves to engage in their own learning by:</p> <ul style="list-style-type: none"> <li>• working with teachers in making decisions about teaching and learning;</li> <li>• taking responsibility for their learning;</li> <li>• negotiating and designing learning opportunities that challenges their thinking;</li> <li>• tracking and measuring their own growth;</li> <li>• by being involved in designing, implementing and contributing ideas about student-led learning;</li> <li>• actively contributing and providing feedback on their own learning.</li> </ul> <p>This will support their return to full face-to-face learning and ensure they are engaged, stimulated and able to navigate the curriculum in their own way and develop themselves further as independent learners.</p> |     |



## Define Actions, Outcomes and Activities

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| <b>Goal 1</b>                           | <b>2022 Priorities Goal</b><br>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.   |
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| <b>KIS 1</b><br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy  |

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| <b>Actions</b>  | <ul style="list-style-type: none"> <li>• Identify suitable educators to deliver an explicit tutoring program that supports student need. Staff will be provided with time to review data sets to identify students at risk and ensure they measure student growth through frequent formal and informal benchmarking and assessment.</li> <li>• Build and develop teacher capacity around closing the educational gap and ensuring benchmarks and targets are met. Professional learning will be undertaken to ensure staff can modify programs and differentiate learning to suit the needs within using HITS. This will be targeted, explicit and conducted by internal and external presenters.</li> <li>• Build teacher capacity through professional learning around the workshop model in Literacy and the hands on approach with Numeracy.</li> <li>• Identifying students at risk through data analysis including NAPLAN, Teacher judgements and benchmarking and providing extra sessions/assistance with educational tutors.</li> <li>• Implement and revisit specific High Impact Teaching Strategies (2 - Structuring lessons, 3 - explicit teaching, 8 - feedback and 10 – differentiated teaching).</li> </ul>   |
| <b>Outcomes</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be identified to extend or modify their learning with tutor support.</li> <li>• Have appropriate adjustments to individual learning through ILPs and focus group sessions.</li> <li>• Strengthen specific skills and processes through individualised focused practice and goal setting.</li> </ul> <p>Tutors/Teachers will:</p> <ul style="list-style-type: none"> <li>• Structure tasks, gather students' prior knowledge and support them to make connections to past learning.</li> <li>• Collaboratively plan together and review data sets (pre/post tests, benchmarking and moderation) to plan effect</li> <li>• Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark.</li> <li>• Plan and sequence the program for students to strengthen specific skills.</li> <li>• Evaluate student performance through frequent benchmarking, pre/post testing and both formal and informal assessments.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Model best practice and support staff with their capacity building.</li> <li>• Provide and seek Professional Learning experiences for staff highlighting key areas of need including internal and external learning opportunities.</li> <li>• Develop an action plan on how the programs will be implemented, monitored and evaluated within the school.</li> </ul> <p>Parents/carers will:</p> <ul style="list-style-type: none"> <li>• Assist with learning programs daily.</li> <li>• Engage in regular communication with classroom teachers/tutors to provide assistance with individualised learning needs.</li> </ul> |

| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>• Assessment data will be reviewed throughout the year at classroom, year level and across the school.</li> <li>• Specifically targeted tutoring planning documents.</li> <li>• Increase in percentage of the targets for June and December reporting.</li> <li>• Increase in students performing in the Top Two Bands of NAPLAN for all subject areas.</li> </ul> |   |  |   |
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| <b>Activities and Milestones</b>   | <b>People Responsible</b>   | <b>Is this a PL Priority</b>                            | <b>When</b>                                | <b>Funding Streams</b>  |
| <p>Modify and review specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the tutoring program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around differentiation and catering to individual point of need to ensure students are supported and extended.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHC or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need.</p> <p>Utilise, monitor and distribute student counsellor to address major and minor well-being concerns and support students in developing resilience and other values school-wide.</p> <p>Continually review and audit the impact of the program and the individual outcomes of students in the tutoring program, across year levels and through school-wide data analysis from formal assessments.</p> | <p><input checked="" type="checkbox"/> Principal</p>  | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$50,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |

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| <p>Monitor the tutoring program, focusing on data and the overall impact of the program. Review data sets including PAT reading, PAT Maths, NAPLAN, teacher judgements and benchmarking to measure student growth.</p> <p>Utilise the COMPASS portal to analyse and gather data sets including academic, behavioural, social/emotional and allocate resources to support programs school-wide.</p> <p>Monitor, model, coach and support teachers with the implementation of the instructional model through regular walkthroughs, discussions at team and staff meetings and through team teaching/collegiate observations.</p> <p>Monitor, collect and review student outcome data and any formal assessments undertaken as part of the tutor program and triangulate the evidence for an accurate measure of performance.</p> <p>Draw comparisons between classroom, tutor and anecdotal evidence, providing strategies and supports to the tutor to further enhance the program. Meet regularly to ensure student needs are being addressed.</p> | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Provide professional learning around the High Impact Teaching strategies to build teacher capacity. Each leader will be allocated one of the HITS to present as Professional Learning.</p> <p>Model, coach and support teachers with the implementation of the instructional model.</p>  | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>             |

|  |   |   |                                  |   |
|--|---|---|----------------------------------|---|
| <p>Planning units of work collaboratively focusing on the point of need for individuals and for clear differentiation, documenting evidence in weekly work programs.</p> <p>Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark.</p> <p>Collect evidence and moderate/triangulate with tutor and classroom teachers to measure the effectiveness and impact of the tutoring program on individuals.</p> <p>Create individual learning plans for those exceeding the standards and the students that are behind the expected level.</p> <p>Engage in Professional Learning around inclusion to support students with disabilities school-wide. Staff will engage in a range of learning tasks to support individual student need. Programs will include medical intervention, utilising the different equipments available including gaze, hoists, peg-feeding, raising and lowering electrical beds, toileting, feeding and general care for students.</p> <p>Organise, fund and provide support services and allied health professionals to students with need.</p> <p>Educational Support staff will have opportunities to shadow expert staff and ensure they are well equipped to support the individualised and specific needs of our children with disabilities.</p> <p>Our students with disabilities require access to specialised toileting facilities (including the use of hoists and adjustable beds), the school will need to upgrade toileting areas to ensure the needs of these children are met. Renovations will provide updated facilities for students to use.</p> <p>Behavioural intervention supports will be implemented to support</p> | <input checked="" type="checkbox"/> Education Support<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$300,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
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| <p>our incoming students on the ASD spectrum. Plans, modifications and resources will be purchased to ensure the Sensory Room is well equipped to support these students.</p> <p>Calming and sensory based tools will be purchased including iPads, sensory pads and a range of weighted blankets/items to support the calming nature of the room.</p> |   |  |  |  |
| <b>KIS 2</b><br>Priority 2022 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |  |  |  |
| <b>Actions</b>   | <p>The school will provide a wide range of professional learning around student health and well-being programs. These will continue to be highlighted including restorative practices, mentoring and buddy program and building resilience in boys and girls.</p> <ul style="list-style-type: none"> <li>Retraining of staff to administer key resilience building programs.</li> <li>Professional Development for staff and allocated timetabling of restorative, resilience and values sessions school-wide.</li> <li>Continuing to implement and reinforce school-wide values.</li> <li>Lunch-time clubs to focus on a wide range of activities and interest school-wide with student involvement.</li> <li>Continuing to employ a social worker in a full-time capacity to assist in supporting student health and well-being programs and initiatives.</li> <li>Utilising the recently renovated sensory room to support external consultants, therapists and staff with a space designed to help an individual with sensory issues learn to regulate their emotions, reactions and responses.</li> </ul> <p>The school will strengthen the home-school partnership by:</p> <ul style="list-style-type: none"> <li>Reconnecting and involving families to restore and rejuvenate the home-school partnership, providing opportunities for involvement, engagement and celebrations.</li> <li>Prioritising opportunities for involvement including skills building sessions to assist with learning, community events and formalised interview sessions.</li> </ul> |  |  |  |
| <b>Outcomes</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>be supported in the development of positive behaviours through interactions, circles and restorative practices.</li> <li>actively engage in physical activities weekly such as PMP, Physical Education lessons and levelled sports as well as camps and excursions.</li> <li>be offered a range of interest based clubs that are a mixture of physical, creative, social and critical thinking tasks.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>explicitly teach and model a range of positive behaviours through interactions, circles and restorative practices.</li> </ul>  |  |  |  |

|  | <ul style="list-style-type: none"><li>celebrate and promote well-being practices including the values program, students of the week, birthdays etc.</li><li>provide and lead a wide range of interest based clubs for students to engage with.</li></ul> <p>Leaders will:</p> <ul style="list-style-type: none"><li>Model best practice and support staff with their capacity building around well-being practices and initiatives.</li><li>Provide professional learning experiences for staff highlighting wellbeing.</li><li>Develop an action plan on how well-being practices will be implemented within the school.</li></ul> <p>Parents/carers will:</p> <ul style="list-style-type: none"><li>Be informed of the behavior patterns of their children.</li><li>Be involved in the Restorative Practices and the celebration of school values such as assembly.</li></ul> |  |                                  |  |
|--|---|--|----------------------------------|--|
| Success Indicators   | <ul style="list-style-type: none"><li>Survey data will be reviewed throughout the year including AtoSS, Parent Opinion and Staff Survey. These results will be analysed, unpacked and shared with the staff to build upon pre-existing structures and ensure benchmarks and targets are met.</li><li>Increase in parent participation and celebration of student success school-wide through a variety of events, assemblies and communication platforms.</li><li>Increase in student attendance throughout interest based lunch-time clubs.</li><li>Decrease in yard incidents recorded on 'pink slips' that breach school values. These will be documented and reviewed frequently by the Well-being Committee.</li></ul>   |  |                                  |  |
| Activities and Milestones  | People Responsible  | Is this a PL Priority                            | When                             | Funding Streams  |
| <p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p> <p>Allocation of resources and time to staff to build teacher capacity around Restorative Practices and other well-being programs.</p> <p>Promote and oversee the utilisation of the 'Sensory room' to support the social and emotional needs of students.</p> <p>Utilise equity funding to ensure the needs of the students are supported socially and emotionally.</p> | <input checked="" type="checkbox"/> Principal   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p> |

|   |   |  |                                  |   |
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| Oversee the Wellbeing Officer/Student counsellor that can cater for the emotional and social needs of the students.   |   |  |                                  | may include DET funded or free items  |
| <p>Review the data around the School surveys including the Attitudes to School Survey (AtoSS), Parent Opinion and Staff Surveys and present the findings to School Council.</p> <p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p>   | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | <p>\$15,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Provide professional learning around Restorative Practices. This includes the explicit modelling of skill building sessions including the core school values will assist students to develop resilience. External providers will be sourced to ensure the point of need is directed and targeted specifically for each age group.</p> <p>Build teacher capacity around the School Values and Restorative Practices.</p> <p>Monitor and audit planning documentation for evidence of Restorative practices including circles, well-being tasks and consistency of language.</p> | <input checked="" type="checkbox"/> KLA Leader          | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$14,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>            |
| Explicitly teach a range of positive behaviours including targeted lessons around the school-wide values.   | <input checked="" type="checkbox"/> Teacher(s)          | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$2,000.00  |



|  |   |  |               |  |
|--|---|--|---------------|--|
| <p>Incorporate circles into classroom practice and document these in weekly work programs.</p> <p>Provide a range of lunch-time clubs centered around creative, social, emotional, physical and critical thinking skills.</p> <p>Identify students that require additional social and emotional well-being and refer them on to the Well-being Officer, Irene Rallios.</p> |   |  | to:<br>Term 4 | <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>Goal 2</b>  | To enhance student agency and voice in their learning   |  |               |  |
| <b>12 Month Target 2.1</b>   | By 2023 the percentage of positive responses to the AtoSS survey factor 'Student voice and agency' will increase from 61% (2021) to 85% (2023) (Social Engagement)  |  |               |  |
| <b>12 Month Target 2.2</b>   | By 2023 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 68% (2021) to 81% (2022).  |  |               |  |
| <b>KIS 1</b><br>Intellectual engagement and self-awareness   | Further develop the whole school understanding and approach to student voice and agency in their learning   |  |               |  |
| <b>Actions</b>   | Further developing staff capacity around promoting agency within their classrooms.<br>Implement strategies and professional learnings from the Amplify document around Student voice and agency.<br>Providing opportunities for students to actively engage and direct their own learning, including planning days.   |  |               |  |
| <b>Outcomes</b>  | Students will: <ul style="list-style-type: none"> <li>• Be more involved and engaged in their learning.</li> <li>• Meaningfully participate in decision making about their own learning.</li> <li>• Track and measure their own learning growth.</li> <li>• Will use one book for writing (journal) that includes structured writing and free choice (Writer's Notebook). A matrix will be provided for feedback.</li> </ul> Teachers will: |  |               |  |

|  | <ul style="list-style-type: none"> <li>• Structure tasks, gather students' interests and support them to direct their own learning.</li> <li>• Collaboratively plan units of work, taking on student feedback.</li> <li>• Implement strategies and engage in professional learning around agency in learning.</li> <li>• Provide opportunities for students to direct learning through planning days.</li> <li>• Plan writing sessions to include structure and provide more opportunity for free choice writing.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Develop an action plan on how to implement student agency within the classroom.</li> <li>• Utilise resources such as the Amplify document to support agency being embedded in classrooms.</li> <li>• Review Attitudes to school survey data to identify trends and patterns around student voice and agency across multi-age levels.</li> </ul> <p>Parents/carers will:</p> <ul style="list-style-type: none"> <li>• Provide feedback to teachers regarding the student agency within their own child's learning.</li> </ul> |                                       |  |   |
|--|---|---------------------------------------|--|---|
| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>• Annual survey results will be reviewed including Attitudes to School Survey 'Student Voice and Agency' and student engagement. These will be compared to previous results to ensure growth is made.</li> <li>• Parent Opinion survey data will be reviewed focusing on student motivation and support.</li> </ul>  |                                       |  |   |
| Activities and Milestones  | People Responsible  | Is this a PL Priority                 | When                                       | Funding Streams   |
| <p>Oversee the action plan on how to implement student agency within the classroom with the incorporation of DET documentation (Amplify).</p> <p>Resource allocation to support the implementation of 'Agency' within the classroom.</p> <p>Provide professional learning opportunities school-wide to increase teacher capacity around 'Agency'</p> | <input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |

|  |   |  |                                  |   |
|--|---|--|----------------------------------|---|
| <p>Develop an action plan on how to implement student agency within the classroom and support the implementation process.</p> <p>Provide professional learning around 'Agency'. This includes providing resources and opportunities for students to drive their own learning and ensure they have agency and direction. This will include the release of teachers and students to conduct planning day outlines and implementations as well as general programs that promote the high quality learning opportunities for students. This will be inclusive for all students to access.</p> <p>Build teacher capacity around 'Agency' through the use of the 'Amplify' document.</p> | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> KLA Leader | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items            |
| <p>Promote and provide opportunities for students to direct their own learning through personal agency.</p> <p>Year 5/6 team to trial using digital technologies, similar to that of remote learning, to provide structured, collaborative learning opportunities within subject areas e.g. writing or integrated.</p>   | <input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$3,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

## Funding Planner

### Summary of Budget and Allocated Funding

| Summary of Budget                   | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$0.00                      | \$98,000.00                          | -\$98,000.00              |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$250,000.00                         | -\$250,000.00             |
| Schools Mental Health Fund and Menu | \$0.00                      | \$0.00                               | \$0.00                    |
| <b>Total</b>                        | <b>\$0.00</b>               | <b>\$348,000.00</b>                  | <b>-\$348,000.00</b>      |

### Activities and Milestones – Total Budget

| Activities and Milestones  | Budget      |
|--|-------------|
| <p>Modify and review specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the tutoring program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around differentiation and catering to individual point of need to ensure students are supported and extended.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHG or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need.</p> | \$50,000.00 |

|   |              |
|---|--------------|
| <p>Utilise, monitor and distribute student counsellor to address major and minor well-being concerns and support students in developing resilience and other values school-wide.</p> <p>Continually review and audit the impact of the program and the individual outcomes of students in the tutoring program, across year levels and through school-wide data analysis from formal assessments.</p>   |              |
| <p>Monitor the tutoring program, focusing on data and the overall impact of the program. Review data sets including PAT reading, PAT Maths, NAPLAN, teacher judgements and benchmarking to measure student growth.</p> <p>Utilise the COMPASS portal to analyse and gather data sets including academic, behavioural, social/emotional and allocate resources to support programs school-wide.</p> <p>Monitor, model, coach and support teachers with the implementation of the instructional model through regular walkthroughs, discussions at team and staff meetings and through team teaching/collegiate observations.</p> <p>Monitor, collect and review student outcome data and any formal assessments undertaken as part of the tutor program and triangulate the evidence for an accurate measure of performance.</p> <p>Draw comparisons between classroom, tutor and anecdotal evidence, providing strategies and supports to the tutor to further enhance the program. Meet regularly to ensure student needs are being addressed.</p> | \$10,000.00  |
| <p>Planning units of work collaboratively focusing on the point of need for individuals and for clear differentiation, documenting evidence in weekly work programs.</p> <p>Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students</p>  | \$300,000.00 |

deemed at risk or above the expected benchmark.

Collect evidence and moderate/triangulate with tutor and classroom teachers to measure the effectiveness and impact of the tutoring program on individuals.

Create individual learning plans for those exceeding the standards and the students that are behind the expected level.

Engage in Professional Learning around inclusion to support students with disabilities school-wide. Staff will engage in a range of learning tasks to support individual student need.

Programs will include medical intervention, utilising the different equipments available including gaze, hoists, peg-feeding, raising and lowering electrical beds, toileting, feeding and general care for students.

Organise, fund and provide support services and allied health professionals to students with need.

Educational Support staff will have opportunities to shadow expert staff and ensure they are well equipped to support the individualised and specific needs of our children with disabilities.

Our students with disabilities require access to specialised toileting facilities (including the use of hoists and adjustable beds), the school will need to upgrade toileting areas to ensure the needs of these children are met. Renovations will provide updated facilities for students to use.

Behavioural intervention supports will be implemented to support our incoming students on the ASD spectrum. Plans, modifications and resources will be purchased to ensure the Sensory Room is well equipped to support these students.

|   |                     |
|---|---------------------|
| Calming and sensory based tools will be purchased including iPads, sensory pads and a range of weighted blankets/items to support the calming nature of the room.   |                     |
| <p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p> <p>Allocation of resources and time to staff to build teacher capacity around Restorative Practices and other well-being programs.</p> <p>Promote and oversee the utilisation of the 'Sensory room' to support the social and emotional needs of students.</p> <p>Utilise equity funding to ensure the needs of the students are supported socially and emotionally.</p> <p>Oversee the Wellbeing Officer/Student counsellor that can cater for the emotional and social needs of the students.</p> | \$20,000.00         |
| <p>Review the data around the School surveys including the Attitudes to School Survey (AtoSS), Parent Opinion and Staff Surveys and present the findings to School Council.</p> <p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p>   | \$15,000.00         |
| <p>Promote and provide opportunities for students to direct their own learning through personal agency.</p> <p>Year 5/6 team to trial using digital technologies, similar to that of remote learning, to provide structured, collaborative learning opportunities within subject areas e.g. writing or integrated.</p>  | \$3,000.00          |
| <b>Totals</b>   | <b>\$398,000.00</b> |

## Activities and Milestones - Equity Funding

| Activities and Milestones   | When                                       | Funding allocated (\$) | Category  |
|---|--|------------------------|---|
| <p>Modify and review specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the tutoring program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around differentiation and catering to individual point of need to ensure students are supported and extended.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHC or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need.</p> <p>Utilise, monitor and distribute student counsellor to address major and minor well-being concerns and support students in developing resilience and other</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$50,000.00</p>     | <p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> CRT</p> <p><input checked="" type="checkbox"/> Assets</p> |



|   |  |                    |   |
|---|--|--------------------|---|
| <p>values school-wide.</p> <p>Continually review and audit the impact of the program and the individual outcomes of students in the tutoring program, across year levels and through school-wide data analysis from formal assessments.</p>   |  |                    |   |
| <p>Monitor the tutoring program, focusing on data and the overall impact of the program. Review data sets including PAT reading, PAT Maths, NAPLAN, teacher judgements and benchmarking to measure student growth.</p> <p>Utilise the COMPASS portal to analyse and gather data sets including academic, behavioural, social/emotional and allocate resources to support programs school-wide.</p> <p>Monitor, model, coach and support teachers with the implementation of the instructional model through regular walkthroughs, discussions at team and staff meetings and through team teaching/collegiate observations.</p> <p>Monitor, collect and review student outcome data and any formal assessments undertaken as part of the tutor program and triangulate the evidence for an accurate measure of performance.</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$10,000.00</p> | <p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p> |

|   |                                  |             |   |
|---|----------------------------------|-------------|---|
| Draw comparisons between classroom, tutor and anecdotal evidence, providing strategies and supports to the tutor to further enhance the program. Meet regularly to ensure student needs are being addressed.  |                                  |             |   |
| <p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p> <p>Allocation of resources and time to staff to build teacher capacity around Restorative Practices and other well-being programs.</p> <p>Promote and oversee the utilisation of the 'Sensory room' to support the social and emotional needs of students.</p> <p>Utilise equity funding to ensure the needs of the students are supported socially and emotionally.</p> <p>Oversee the Wellbeing Officer/Student counsellor that can cater for the emotional and social needs of the students.</p> | from:<br>Term 1<br>to:<br>Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| <p>Review the data around the School surveys including the Attitudes to School Survey (AtoSS), Parent Opinion and Staff Surveys and present the findings to School Council.</p> <p>Provide professional learning to all</p>   | from:<br>Term 1<br>to:<br>Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  |

|  |  |             |  |
|--|--|-------------|--|
| staff around Restorative Practices focusing on consistency of language and positive behaviours.  |  |             |  |
| <p>Promote and provide opportunities for students to direct their own learning through personal agency.</p> <p>Year 5/6 team to trial using digital technologies, similar to that of remote learning, to provide structured, collaborative learning opportunities within subject areas e.g. writing or integrated.</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | \$3,000.00  | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Assets |
| <b>Totals</b>  |  | \$98,000.00 |  |

## Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones  | When                                       | Funding allocated (\$) | Category   |
|--|--|------------------------|--|
| <p>Planning units of work collaboratively focusing on the point of need for individuals and for clear differentiation, documenting evidence in weekly work programs.</p> <p>Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark.</p> <p>Collect evidence and moderate/triangulate with tutor and classroom teachers to measure the effectiveness and impact of the</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | \$250,000.00           | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Whole school</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education Support Staff</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>Medical practitioners</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <p>tutoring program on individuals.</p> <p>Create individual learning plans for those exceeding the standards and the students that are behind the expected level.</p> <p>Engage in Professional Learning around inclusion to support students with disabilities school-wide. Staff will engage in a range of learning tasks to support individual student need.</p> <p>Programs will include medical intervention, utilising the different equipments available including igaze, hoists, peg-feeding, raising and lowering electrical beds, toileting, feeding and general care for students.</p> <p>Organise, fund and provide support services and allied health professionals to students with need.</p> <p>Educational Support staff will have opportunities to shadow expert staff and ensure they are well equipped to support the individualised and specific needs of our children with disabilities.</p> <p>Our students with disabilities require access to specialised toileting facilities (including the use of hoists and adjustable beds), the school will need to upgrade toileting areas to ensure the needs</p> |  |  | <p>✓ Equipment, adaptive technology, devices, or materials to support learning</p> <ul style="list-style-type: none"> <li>• Sensory resources</li> <li>• Communication equipment/software</li> <li>• Inclusive recreation equipment and resources</li> </ul> |
|--|--|--|--|

|  |  |              |  |
|--|--|--------------|--|
| <p>of these children are met.<br/>Renovations will provide updated facilities for students to use.</p> <p>Behavioural intervention supports will be implemented to support our incoming students on the ASD spectrum. Plans, modifications and resources will be purchased to ensure the Sensory Room is well equipped to support these students.</p> <p>Calming and sensory based tools will be purchased including iPads, sensory pads and a range of weighted blankets/items to support the calming nature of the room.</p> |  |              |  |
| <b>Totals</b>  |  | \$250,000.00 |  |

### Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$0.00 |

### Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

### Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

### Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

## Professional Learning and Development Plan

| Professional Learning Priority  | Who                | When                                       | Key Professional Learning Strategies                             | Organisational Structure                                   | Expertise Accessed                                  | Where            |
|---|--------------------|--|--|--|---|------------------|
| <p>Modify and review specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the tutoring program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around differentiation and catering to individual point of need to ensure students are supported and extended.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHc or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted</p> | <p>✓ Principal</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>✓ Planning<br/>✓ Preparation<br/>✓ Curriculum development</p> | <p>✓ Whole School Pupil Free Day<br/>✓ PLC/PLT Meeting</p> | <p>✓ Internal staff<br/>✓ Bastow program/course</p> | <p>✓ On-site</p> |

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| <p>point of need.</p> <p>Utilise, monitor and distribute student counsellor to address major and minor well-being concerns and support students in developing resilience and other values school-wide.</p> <p>Continually review and audit the impact of the program and the individual outcomes of students in the tutoring program, across year levels and through school-wide data analysis from formal assessments.</p> |   |  |  |   |   |   |
| <p>Planning units of work collaboratively focusing on the point of need for individuals and for clear differentiation, documenting evidence in weekly work programs.</p> <p>Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark.</p> <p>Collect evidence and moderate/triangulate with</p>                      | <input checked="" type="checkbox"/> Education Support<br><input checked="" type="checkbox"/> Teacher(s) | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> External consultants<br>Medical field | <input checked="" type="checkbox"/> On-site |



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| <p>tutor and classroom teachers to measure the effectiveness and impact of the tutoring program on individuals.</p> <p>Create individual learning plans for those exceeding the standards and the students that are behind the expected level.</p> <p>Engage in Professional Learning around inclusion to support students with disabilities school-wide. Staff will engage in a range of learning tasks to support individual student need. Programs will include medical intervention, utilising the different equipments available including igaze, hoists, peg-feeding, raising and lowering electrical beds, toileting, feeding and general care for students.</p> <p>Organise, fund and provide support services and allied health professionals to students with need.</p> <p>Educational Support staff will have opportunities to shadow expert staff and ensure they are well equipped to support the individualised and specific</p> |  |  |  |  |  |  |
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| <p>needs of our children with disabilities.</p> <p>Our students with disabilities require access to specialised toileting facilities (including the use of hoists and adjustable beds), the school will need to upgrade toileting areas to ensure the needs of these children are met. Renovations will provide updated facilities for students to use.</p> <p>Behavioural intervention supports will be implemented to support our incoming students on the ASD spectrum. Plans, modifications and resources will be purchased to ensure the Sensory Room is well equipped to support these students.</p> <p>Calming and sensory based tools will be purchased including iPads, sensory pads and a range of weighted blankets/items to support the calming nature of the room.</p> |   |                                  |   |   |   |   |
| Provide professional learning to all staff around Restorative Practices focusing on consistency of language and   | <input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants<br>Allied Health Professionals | <input checked="" type="checkbox"/> On-site |

|   |                     |  |  |  |  |                  |
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| <p>positive behaviours.</p> <p>Allocation of resources and time to staff to build teacher capacity around Restorative Practices and other well-being programs.</p> <p>Promote and oversee the utilisation of the 'Sensory room' to support the social and emotional needs of students.</p> <p>Utilise equity funding to ensure the needs of the students are supported socially and emotionally.</p> <p>Oversee the Wellbeing Officer/Student counsellor that can cater for the emotional and social needs of the students.</p> |                     |  |  |  |  |                  |
| <p>Provide professional learning around Restorative Practices. This includes the explicit modelling of skill building sessions including the core school values will assist students to develop resilience. External providers will be sourced to ensure the point of need is directed and targeted specifically for each age group.</p>  | <p>✔ KLA Leader</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>✔ Planning<br/>✔ Preparation<br/>✔ Curriculum development</p> | <p>✔ Formal School Meeting / Internal Professional Learning Sessions<br/>✔ PLC/PLT Meeting</p> | <p>✔ External consultants<br/>Interrelate well-being program trainer</p> | <p>✔ On-site</p> |

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| <p>Build teacher capacity around the School Values and Restorative Practices.</p> <p>Monitor and audit planning documentation for evidence of Restorative practices including circles, well-being tasks and consistency of language.</p> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|